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ABSTRACT

This charter explains what is being done to promote high standards of service for all who use technical colleges in the new further education (FE) sector in England--students, employers, and other members of the local community. It sets out the standards one has a right to expect from colleges in the FE sector and other organizations involved in FE. Section 1 provides an introduction to what this charter promises students, employers, and the local community, that is, what they can expect, and what to do if things go wrong. Section 2 focuses on the part of the charter that applies to potential and current students of colleges in the FE sector, including those from elsewhere in the United Kingdom and those from overseas. It covers the following topics: choice and information: what to study and where; getting a place in FE; financial charges and help; teaching and learning; guidance and counseling; student unions; and equal opportunities. Section 3 describes what employers and the local community have a right to expect from FE colleges. Section 4 addresses the action a student, employer, or member of the local community has the right to take if he or she is not satisfied with the teaching or any other service provided. It addresses complaints in these areas: (1) the availability of courses; (2) colleges; (3) courses, qualifications, and results; (4) the local education authority; and (5) student unions. A list of useful names and addresses is appended. (YLB)

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ED 400 412

Further choice and quality: the Charter for further education

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Introduction by the Secretary of State

This Charter explains what is being done to promote high standards of service for all who use colleges in the new further education sector in England - students, employers and other members of the local community.

In some areas - for example, the time taken to respond to enquiries, or to pay grants - the Charter sets targets which all colleges, local authorities and others involved in further education are expected to meet. But achieving high standards is, above all, a responsibility of colleges themselves, because they know their customers best. There are many types of customer: students of all ages, full-timers and part-timers, a wide range of employers requiring staff with particular skills, and others in the community who want to use college services. All have different needs and priorities.

I therefore expect colleges to develop their own charters within this national framework by summer 1994, consulting their customers and setting precise targets wherever possible, to help deliver a better service in their own local circumstances. The Further Education Funding Council will, at my request, be making sure that college charters are in place and that they are challenging and develop over time. The Council will also monitor colleges' performance against the commitments in this Charter and their own. Colleges can apply for a Charter Mark for excellence in delivering public services.

These are important developments. Of course, if the opportunities which further education offers are to be grasped to the full, commitment and high standards are needed from those who use it as well as those who provide it. But everyone has the right to expect good service from further education. Better information and improved choice will help everyone make the most of what colleges offer. That is good for individuals and for the country as a whole. We must enable people to make the most of their potential, and get full value from the money we spend.

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Everyone involved in the new further education sector wants to do well. Much has already been done. This Charter will help us all to achieve even more in the future.

JOHN PATTEN

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Last updated 13 March 1996

D/EE

the Charter for further education

What this Charter promises you

Part 1 : Students

If you want to become a full-time or part-time student you have the right to expect:

reliable and impartial advice about the choices available, given at the right time (see section A)

clear and accurate information about:

- courses, qualifications, facilities and entry requirements
- how courses will be taught and assessed, and how your learning will be managed
- colleges' policies and arrangements for students with learning difficulties or disabilities
- accommodation if you will have to live away from home
- how well colleges are doing, including published reports on the quality of what they provide (see section A).

You can also expect:

to have your application for a place handled fairly and efficiently (see section B)

to be shown where you would be taught and the facilities available for students (see section B)

to be told about the fees and other charges a college makes, and any financial help that is available (see section C).

Once you are accepted as a student you have the right to expect:

prompt payment of grants and access fund payments if you are eligible (see section C)

high quality teaching and effective management of your learning, subject to independent inspection (see section D)

- regular information on your progress and achievements (see section E)

- access to reliable and unbiased careers advice and other guidance and counselling (see section E).

The Government plans, subject to Parliament's approval, to:

- replace automatic involvement in the student union with an opt-in system. Access to a range of core student services will be retained for all students (see section F)

- give you a right of appeal to an outside authority if you think your student union has acted unfairly (see section F).

At all times you have the right to be treated equally regardless of your sex or ethnic background, and to have any learning difficulties or disabilities taken into account (see section G).

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Part 2 : Employers and the local community

If you are an employer or a member of the local community you have the right to expect:

- enquiries to be handled efficiently

- the local college to be a responsible and responsive part of the community

- information to help you:

  - recruit suitable employees

  - send employees on the right courses

- high quality teaching and effectively managed learning for your employees

- information about any facilities you can use and any charges made.

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Part 3 : What to do if things go wrong

Everyone has the right to expect:

- open, fair and effective complaints procedures if they are not satisfied with the services they receive.

The Charter also explains **how to contact** the various organisations involved in further education.

By summer 1994 every college will have developed its own charter, in consultation with its customers, spelling out how it meets the requirements in this Charter. Look out for it!

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Further choice and quality: the Charter for further education

Part 1 : Students

This part of the Charter applies to potential and current students of colleges in the further education sector in England, including those from elsewhere in the UK and those ordinarily resident overseas. Separate Charters cover Scotland and Wales.

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A. Choice and information: what to study and where
B. Getting a place in further education
C. Financial charges and help
D. Teaching and learning
E. Guidance and counselling
F. Student unions
G. Equal opportunities

A. Choice and information: what to study and where

The right choice at the right time

If you are thinking about education and training options - full-time or part-time, and whatever your age - you can get initial information and advice from **careers offices.** Employers can also get information on education and training in their area from the local **Training and Enterprise Council**.

You also have the right to consult a computer database called **ECCTIS**, normally free of charge. This gives up-to-date information about courses. There is access to ECCTIS in a large number of secondary schools, colleges, universities, careers offices, libraries and at Training Access Points.

If you are at school in England, at the age of 15 you have the right to expect:

a free copy of the booklet *It's Your Choice*, describing the various study options at 16;

a **formal session of reliable and impartial information and advice** from the Careers Service or your teachers on:

- courses and qualifications available from age 16;
- the **schools and colleges** that offer them
- what might be **most suitable for you**.

When you leave school, you have the right to expect **a record of your achievements**, including your examinations results and other qualifications, to help you and others decide what should happen next. Most schools will provide this in the form of the National Record of Achievement.

Information

You have the right to expect **free and accurate information to be readily available** from each college about the following:

- the **teaching and learning facilities** available, including libraries, information technology and other resources;
- the **courses and qualifications** it offers;
- the **grades or other entry requirements** you usually have to meet to gain a place on a particular course, and how far the college will take any **previous learning or experience** into account in deciding the right level for your studies;
- the **type of teaching, arrangements for other managed learning, and assessment** on each course, including the arrangements for **work placements** if these are relevant;
- the **aims** of each course and the **qualification** it leads to, how any **vocational study** relates to the world of work, the **broad structure** of the course and (where relevant) the **likely size of the group**;
- whether there is any scope for building up **credits towards a qualification that you can transfer** if you decide to change your course or college;
- any particular facilities and requirements relevant to **students from overseas.**

You can also expect information from each college about its **approach to students with learning difficulties and disabilities,** including:

- the courses available (including separate courses), together with the **qualifications or other results** they lead to;
- any special arrangements to **record and publish achievements**;
- any additional **support** available, such as extra staff or special equipment;
- arrangements for **access** to buildings;

- the college's first **point of contact** for learning difficulties and disabilities issues.

If you are considering applying to a college that accepts students who do not live locally (for example, an art or agricultural college), you have the right to expect its help in finding suitable **accommodation.** The college will provide information about:

- any **accommodation of its own**, and **how this is allocated;**
- what **proportion** of students who do not live locally it can house itself;
- what **private rented accommodation** is generally available locally and its **price range.**

You also have the right to a variety of information about **how well colleges are doing.** This will include the following:

- comparative summaries of results, published by the Department for Education each year, for all colleges and school sixth forms. These will be available from colleges, schools and local libraries and in the press each autumn;
- annual details from each college of its results and what its students go on to do when they leave;
- the Further Education Funding Council's inspection reports on standards achieved in particular subjects and colleges, and any formal response by the college to the report. The Funding Council will make sure that a report is published every four years on the quality of what each college provides, and that any problems are tackled;
- lists of recent reports will be available from schools, colleges, public libraries and careers offices. You can ask the college for the summary of any relevant Funding Council report, and any response. The Funding Council will make available copies of full reports in local libraries and careers offices.

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B. Getting a place in further education

If you are:

- **16-18** and want to study **full-time**, you are **entitled to a place** in a school or college
- **16-18** and want to study **part-time**, or **19 or over** and want to study **full-time or part-time**, you can apply for a college place but you **may have to pay fees.**

You may also be able to take **general educational and leisure courses** at some colleges (not normally leading to formal qualifications) for a fee. The fee may be reduced in some cases.

If you are **ordinarily resident outside the European Community** you may have to pay fees.

You are entitled to take a particular course in a particular college if:

- the college offers that course;
- you meet its entry requirements; and
- it has room for you on the course.

If you have a **learning difficulty or disability** and a suitable place is not available for you in a college in the further education sector, the Funding Council may consider funding a place for you in an independent college if it considers that that is the best way to meet your particular needs. Contact the Funding Council for details.

Procedures

You have the right to expect colleges to handle your application for a place:

- **fairly** and **efficiently**;
- in accordance with their **published admissions arrangements**; and
- against their **published targets** for handling applications.

You have the right to expect **an opportunity to look** round the college and its facilities, and discuss your requirements, before you decide. The college will usually hold open days for this purpose. It will give you details if you ask for them.

Colleges will usually give you the name of members of staff who can offer **further information and advice.**

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C. Financial charges and help

What it will cost

Full-time students aged 16-18 who are ordinarily resident in the European Community are entitled to **free tuition.**

If you are 19 or over, or studying part-time at any age, you (or your employer) have the right to expect colleges to set out clearly their approach to **charging tuition fees,** including the charge for each course and any arrangements for reducing charges in particular cases.

All potential students have the right to expect colleges to set out clearly their approach to **charging for examination entries and registration fees, books, equipment and other study materials.**

If you are studying for a National Vocational Qualification (NVQ) at Levels 1-4 or a General National Vocational Qualification (GNVQ), and paying your own course fees, you are entitled to **tax relief**. This means you will only pay 75% of your college course fees. Your college will

claim the remaining 25% direct from the Inland Revenue.

Where to get help

You have the right to expect **clear information** about the financial help available, and how to apply for it. You can get this from one or more of the following:

- the awards section of your **local education authority (LEA)** (see the list of LEA addresses). It will tell you what rules it has for its **discretionary awards.** These rules may differ from LEA to LEA. Any help with **transport expenses** must be no less favourable than the help available for pupils of the same age at state schools;

- your **college.** It will tell you about its rules and procedures for making hardship payments from its **access fund,** and how to apply. As the funds are limited, you should apply as soon as you are, or know you will be, in severe financial difficulty. Only full-time or sandwich course students aged 19 or over are eligible. The college may have access to **other sources of financial help** for its students too. If so, it will give you details if you ask for them;

- your **employer,** or your **local careers office or Jobcentre,** if you are thinking about **Youth Training (YT),** or **Youth Credits** for young people in areas where they are available. They will be able to tell you about the YT allowance and expenses. Details of your careers office or Jobcentre are in the telephone book;

- **Freephone 0800 585 505** for details of **Career Development Loans**. If you are aged 19 or over, on a vocationally relevant training course and not receiving a full discretionary award, you may be eligible. The local Training and Enterprise Council may endorse or sponsor such loans;

- **Freephone 0800 666 555**, or your local **Social Security Benefits Agency office**, for details of **benefits** and how to apply for them if you are in one of the special groups that may be entitled to claim - for example, part-time students, students with disabilities and students who are single parents.

If you are still at school, or already in college, the staff may be able to point you in the right direction.

Prompt and efficient service

If you are a new student, you may wish to apply for a **discretionary award.** You should do so by your LEA's published deadline (check this deadline with your LEA - it is often 30 June for courses starting in the autumn, but it can be in May or even earlier).

If you do so, and give any extra information they ask for on time, then in return you can expect your LEA to do the following:

- if you are clearly not eligible for an award:

  - to tell you quickly, giving the reasons and explaining where you can appeal. You will normally be told within three weeks, but it can take longer if your case is not

straightforward;

if you are offered an award:

- to make you an award that will depend on your place at college being confirmed and taken up;

- to explain how much you will get, and to send your first instalment of any grant at the start of your first term and any other instalments at intervals (usually once a term) after that;

- to pay any LEA contribution to the tuition fees on time, usually direct to the college;

- to deal with any queries quickly (normally within ten working days unless they are complicated or it is a peak period);

- to reassess your grant quickly (if the LEA's rules allow for this) if your circumstances change. (This can take up to three weeks but may take longer if the LEA needs further details from you or your parents).

If there is a delay, for example because you applied late or there is a problem, you can expect the LEA:

- to warn you about the difficulty;

- if you are clearly eligible for a grant, to make a provisional payment where appropriate at the start of the term, and pay any amount still owed as soon as possible after sorting out the problem.

You can expect a similar standard of service in **later years of your course**, if you apply to renew your award under the LEA's rules and by its published deadline.

Detailed grant procedures vary: check with your LEA. Many LEAs are developing their own charters for student grants within this national framework.

If you apply for **access fund help**, you have the right to expect a decision within a reasonable time and to be paid quickly if your application is approved. Colleges have different procedures. In many cases, there is a deadline for applications to be received, and decisions are made at the start of each term. If you find that you are in unforeseen difficulty at other times, you should apply without delay as a decision may take up to four weeks. Colleges' own charters will set out their arrangements, including any deadlines for applications and precise targets for dealing with them.

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D. Teaching and learning

You have the right to expect **high quality teaching and effective management of your**

learning, subject to **independent inspection**, and to **make your views known**. Colleges' own charters will explain how they intend to make sure that:

- **teaching staff** set a good example in their preparation, and assess assignments **and coursework** within a set time;
- all courses meet the **assessment requirements** for the qualification in question;
- all qualifications the college offers are **soundly based and have value** outside the college itself;
- individual course units produce a **sound and logical course of study** when put together;
- where possible you have the opportunity to build up **credits towards a qualification that you can transfer** if you decide to change your course or college;
- **work placements** are suitable for the course and qualification, well prepared and available at the right time, and provide the necessary assessment opportunities and other feedback to you and your tutors;
- your **study skills** (for example, using library and computing facilities effectively) are developed;
- you (and where appropriate your parents or employer) receive **regular spoken or written progress reports**, including any relevant coursework assessment;
- your **achievements are assessed and recorded** in a clear and comprehensive form at the end of your study.

Colleges will offer opportunities for students to **make their views known** on these matters. The views of students will also be taken into account in the Funding Council's inspections.

Learner agreements setting out each student's agreed programme of study (and often the responsibilities of colleges and students to each other) are being developed in all colleges.

You also have the right to expect colleges to do the following:

- publish **governors' names**, explain their role and how to contact them (normally through the clerk to the governors);
- conduct an **annual survey** of the views of students and employers who are customers of the college, and make a summary of the findings available;
- develop their own **quality assurance procedures** by the end of the 1993-4 academic year, to report on their findings each year and explain what will happen next. (Students and employers can expect to make an input).

Outside bodies will also encourage high quality:

- the **Funding Council**:

- provides **independent inspectors**, and publishes **inspection reports**, quality assessments and, in due course, specific measures of each college's performance. Colleges must explain how they will respond to these. Section A gives more details;

- intends, in developing its arrangements for **funding colleges**, to reward high quality in education and training.

the **National Council for Vocational Qualifications**, the **School Curriculum and Assessment Authority** and individual **awarding bodies** maintain high and consistent standards in the qualifications offered to students. Their addresses are in the Useful names and addresses section; and

the **Government** expects, increasingly, that colleges will take performance into account in setting the pay of their staff.

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E. Guidance and counselling

You have the right to expect **informed, impartial, supportive and timely guidance and counselling** organised by your college, covering the following:

- when you start:

  - **what the college expects of you** if you are to make the most of what it offers;

  - its **rules, disciplinary and other procedures, course requirements,** and any special arrangements for your **security and safety**;

  - the **most suitable courses and qualifications for you**, considering your existing knowledge, skills and experience;

- while you are studying:

  - the **progress you are making**;

  - any **personal difficulties** you may have which are affecting your studies (for example, problems with **money** or **accommodation**);

  - **alternative courses of study**, or an **alternative place to study**, if your current course is not going well or because you show the ability for something more stretching. This should include guidance on any scope for gaining **credits towards qualifications**, to reduce the need to repeat work or levels of study if you transfer;

  - the **scope for further study** (including higher education) once you have completed your present course, or later on;

- possible **jobs and careers.**

Colleges' own charters will give details. You can also expect information on any other **facilities** the college offers, such as catering and recreation, including sport.

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F. Student unions

The Government has proposed new rights for you in connection with your **student union.**

At present, most students have no choice over their collective involvement in their campus student union. The Government plans to change the law to give students greater freedom of choice. If Parliament approves:

all students will continue to have access to **core student services**, such as welfare, catering, sport and representation within the college;

for **student union activities outside the core**, students will be able to choose what collective involvement they want, joining in by subscribing voluntarily;

all student unions at campus level will be governed by **codes of practice** which will protect students from any unfair practices or political bias by their campus union;

students will be given a **right of appeal to an outside authority** if they think their student union has acted unfairly.

G. Equal opportunities

You are entitled **by law** to equal treatment regardless of your **sex** or **ethnic background.** Your marital status should not affect the way you are treated. You have the right to expect colleges to take any **learning difficulties or disabilities** you may have into account.

You have the right to expect colleges to **explain what they are doing to foster equal opportunities**. This should include the progress they have made in encouraging under-represented or other disadvantaged groups in the local community to take advantage of what they offer. These groups include women in areas like science, engineering and technology. For example, colleges may provide access courses, tutors who can speak minority languages, child care facilities and so on.

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Part 2 : Employers and the local community

As an employer or other member of the local community you have the right to expect colleges to:

- list **the people to contact with enquiries**, and make sure that they handle them quickly and efficiently;
- publish **governors' names**, explain their role and how to contact them (normally through the clerk to the governors);
- **play a responsible and responsive part** in the life of the community.

You also have the right to:

- **make your views known** about any service provided by the college (see What to do if things go wrong).

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Employers

If you are an employer and make use of the college, you are a customer and have the right to be treated as such.

If you **recruit from colleges** you have the right to expect clear and concise **information** about what each student applying for a job is likely to **know, understand and be able to do**. Colleges should explain what they do to give their students the skills they need in employment, particularly literacy, numeracy, problem solving and effective communication skills.

If you **send employees on college courses**, you have the right to expect the following:

- **clear and accurate information** about:
  - the **courses and options for study** offered by each college and **how well it is performing** (see Part 1: Section A of this Charter);
  - the **implications** for you and your employees in terms of:

- the **charges,** and how they are made;
- the **time** to be devoted to study;
- the nature of the **teaching and other managed learning** and the **assessment**;
- the **qualifications** to be awarded, including any possibility of credits that can be transferred and added to later by further study at the same or another institution;
- the **progress** your employees are making.

that your employees will receive **high quality teaching and effective management of their learning.**

If you offer **work placements** for college students you have the right to expect:

a clear statement of the **intended learning outcomes** of the placement, and of **your responsibilities and those of the college** for making assessments and supervising students;

that **students will come well prepared and make a useful contribution** during their time with you;

that your **comments on their performance** will be taken into account when the students are assessed.

You have the right to expect:

that colleges and the education and training they offer will **respond to the needs of the local business community**;

to **play a part** in this if you wish.

Training and Enterprise Councils, the various organisations that award and approve qualifications, industry lead bodies, college governing bodies and the Funding Council will all value your views on how they can help you most effectively. Colleges' own charters will explain how they make sure that the views of the local business community are heard.

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The local community

You have the right to expect your local college:

to **take into account the needs of the local community** in its work;

to make sure that **information** is available direct, in local libraries or in the press, about any **educational, recreational or other facilities** available for you to use, the opening times and any charges.

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Part 3 : What to do if things go wrong

Contents

Complaints about the availability of courses
Complaints about colleges
Complaints about courses, qualifications and results
Complaints about your LEA
Complaints about student unions

This Charter sets out the standards you have a right to expect from colleges in the further education sector and other organisations involved in further education. With colleges' own charters it also provides a basis for bringing about improvements.

Whether you are a student, employer or a member of the local community, if you are not satisfied with the teaching or any other service provided **you have the right to take action as follows:**

- first, speak or write to the **college or other organisation** responsible for delivering the service. Explain the problem and ask them to sort it out. You have the right to expect a courteous and efficient initial response to your concerns within 10 working days;

- if you are not satisfied with the final outcome, there are **further, more formal steps** you can take. These are explained below.

Complaints about the availability of courses

If you want to take a **particular course**, but you have discovered that it is not available at a college within reasonable travelling distance, you can take the following action:

- complain to the Funding Council, or to the LEA in the case of some general educational and leisure courses that do not lead to formal qualifications;

- as a last resort, complain to the Secretary of State for Education if you believe that the Funding Council or the LEA is not fulfilling its legal responsibilities. If your complaint is justified he can insist that things be put right.

Complaints about colleges

You have the right to expect colleges to have arrangements in place for handling formal complaints, and to:

- make sure that these arrangements are **clear and effective**;
- **publish details** in their charters;
- consider formal complaints **fairly and quickly**;
- give you an initial response to a complaint **within ten working days**;
- give their **reasons** if they reject your complaint.

If the college cannot sort out the problem to your satisfaction, and you think it is behaving unreasonably or it is not doing its job properly, you can complain to the Funding Council or direct to the Secretary of State. If your complaint is justified the Secretary of State may insist that things are put right.

Complaints about courses, qualifications and results

If you are unhappy about the quality of a particular **course**, you can complain to your college and, as a last resort, to the FEFC.

If you are unhappy about the quality of a particular **qualification**, you can complain to the relevant awarding body, or the accrediting body (the National Council for Vocational Qualifications for NVQs and GNVQs, the School Curriculum and Assessment Authority for GCSEs and GCE A levels and AS examinations).

If you believe that your **results** are wrong, you can appeal through your college to the relevant awarding body. In the case of GCSE and GCE A level and AS examination procedures and results, if you are still not satisfied you can then appeal through your college to the Independent Appeals Authority for School Examinations. You may have to pay a fee.

Complaints about your LEA (for example, about grants)

If you think your LEA has treated you unfairly - for example, it has been extremely slow in processing your grant application or has made serious administrative errors - you can complain to council officals or your local councillor.

You can also complain to the Commission for Local Administration in England (Local Government Ombudsman). The Commissioner for your area can investigate complaints and seek redress for any injustice, for example by recommending that your LEA pays you compensation.

Complaints about student unions

If you feel you have been unfairly treated by your campus student union then, under the Governments's proposed reforms, you will be able to appeal to an outside authority.

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Useful names and addresses

Contents

Vocational awarding bodies
GCE A level, AS and GCSE awarding bodies
Accrediting bodies
Other bodies

Your phone book will give you addresses for the following:

- **schools and colleges** that accept students after the age of 16;
- local **Careers Offices, Jobcentres** and **Social Security Benefits Agency Offices**;
- the **Local Education Authority** (sometimes also called the 'Education Department'). In most areas you will find the entry for this under your county council, except in Greater London, Greater Manchester, Merseyside, the West Midlands, Tyne and Wear, South Yorkshire and West Yorkshire where it will be under your borough or district council; and
- the local **Training and Enterprise Council**.

If you have any difficulty, ask at your local library. If you are still at school, or already in college, the staff may be able to point you in the right direction.

You can get copies of *It's Your Choice* from:

DfEE Publications Centre
PO Box 6927
London E3 3NZ
Tel: 0171-510 0150

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Vocational awarding bodies

J E Sellars
Chief Executive

Business & Technology Education Council
Central House
Upper Woburn Place
London WC1H 0HH
Tel: 0171-413 8400

Dr N Carey
Director General
City & Guilds of London Institute
76 Portland Place
London W1N 4AA
Tel: 0171-278 2468

M Cross
Chief Executive
RSA Examinations Board
Progress House
Westwood Way
Coventry CV4 8HS
Tel: 01203 470033

There are many other vocational awarding bodies, mostly operating in a single sector such as construction or engineering. Your college will have details.

Top

GCE A level, AS and GCSE awarding bodies

J A Day
Secretary General
The Associated Examining Board
Stag Hill House
Guildford
Surrey GU2 5XJ
Tel: 01483 506506

Ms K Tattersall
Chief Executive
Northern Examinations and Assessment Board
Devas Street
Manchester M15 6EX
Tel: 0161-953 1180

H F King
Secretary
Oxford & Cambridge Schools Examination Board
(Cambridge Office)
Purbeck House
Purbeck Road

Cambridge CB2 2PU
Tel: 01223 411211

J G Lloyd
Secretary
Oxford & Cambridge Schools Examination Board
(Oxford Office)
Elsfield Way
Oxford OX2 8EP
Tel: 01865 54421

J L Reddaway
Secretary
University of Cambridge Local Examinations Syndicate
Syndicate Buildings
1 Hills Road
Cambridge CB1 2EU
Tel: 01223 61111

A Smith
Chief Executive
University of London Examinations & Assessment Council
Stewart House
32 Russell Square
London WC1B 5DN
Tel: 0171-331 4000

J Pailing
Secretary
University of Oxford Delegacy of Local Examinations
Ewert House
Ewert Place
Summertown
Oxford OX2 7BZ
Tel: 01865 54291

J A Edmundson
Secretary
Joint Council for the GCSE
6th Floor
Netherton House
23-29 Marsh Street
Bristol BS1 4BP
Tel: 0117 219 4379

Top

Accrediting bodies

J Hillier
Chief Executive
National Council for Vocational Qualifications
222 Euston Road
London NW1 2BZ
Tel: 0171-387 9898

C Woodhead
Chief Executive
School Curriculum and Assessment Authority
Newcombe House
45 Notting Hill Gate
London W11 3JB
Tel: 0171-229 1234

Top

Other bodies

W H Stubbs
Chief Executive
Further Education Funding Council
Sheriffs Orchard
Greyfriars Road
Coventry CV1 3PJ
Tel: 01203 530300

In due course you will also be able to approach regional offices of the FEFC.

The Secretary
Independent Appeals Authority for School Examinations
Newcombe House
45 Notting Hill Gate
London W11 3JB
Tel: 0171-229 1234

Commission for Local Administration in England (Local Government Ombudsman). Local Commissioners are responsible for particular areas of the country:

Greater London, Kent, Surrey, East and West Sussex

Dr D C M Yardley
21 Queen Anne's Gate
London SW1H 9BU
Tel: 0171-222 5622

The South West, the West, the South, East Anglia and most of central England

F G Laws

The Oaks
Westwood Way
Westwood Business Park
Coventry CV4 8JB
Tel: 01203 695999

The East Midlands and the North of England

Mrs P A Thomas
Beverley House
17 Shipton Road
York YO3 6FZ
Tel: 01904 630151

Industry lead bodies: the National Council for Vocational Qualifications will be able to put you in touch.

Students in further education with learning difficulties and disabilities can contact:

Ms Deborah Cooper
Director
SKILL
National Bureau for Students with Disabilities
336 Brixton Road
London SW9 7AA
Tel: 0171-274 0565

Overseas students can get information about study in the United Kingdom from the British Council through its worldwide network of offices. British embassies and consulates can provide details. Overseas students in the UK may contact:

The British Council
Information Centre
Medlock Street
Manchester M15 4PR
Tel: 0161-957 7000

UK Council for Overseas Student Affairs (UKCOSA)
9-17 St Albans Place
London N1 0NX
Tel: 0171-226 3762

Details of the Charter Mark scheme are available from:

Citizen's Charter Unit
Cabinet Office (OPSS)
Horse Guards Road
London SW1P 3AL
Tel: 0171-270 6343

Department for Education and Employment
Sanctuary Buildings
Great Smith Street
Westminster
London SW1P 3BT
Tel: 0171-925 5000 (switchboard)

For copies of this Charter or the Charter for Higher Education write to:

Charters
DfEE
Publications Centre
PO Box 6927
London E3 3NZ

The Charters are also available in the following languages:

Urdu
Bengali
Gujarati
Hindi
Punjabi
Chinese
Turkish
Vietnamese
Greek.

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